

State Board of Education

70% COMMITTEE

AGENDA

November 17, 1999

Williams Conference Center -- Salmon/Grand Ronde Rooms
Lewis Clark State College
1:30 - 5:00 p.m.

Item	Page
I. COMMITTEE ACTION:	
A. Minutes of September 1999 Meeting (Item 1)	2
B. Corrections Education Subcommittee Recommendations (Item 2)	7
C. Cooperative Service Agency Agreement (Item 3)	10
D. Workforce Investment Act Endorsement (Item 4)	12
II. INFORMATION:	
A. Professional-Technical Education Report	
B. Minority Recruitment/Retention Report (Item 5)	13
C. Minority Education Report	
1. Hispanic Education Task Force Update	
2. Indian Education Committee Update	
D. Displaced Homemaker Act Legislation to amend Idaho Code – Update	
E. Next Meeting	

**State Board of Education
70% Committee**

September 22, 1999

UNAPPROVED MEETING MINUTES

Committee Present: Jerry Beck, Bob Sobotta for Dianne Allen, Pat Young, Karen Fraley, Shirley Spencer, DeVere Burton for Ann Stephens, Miles La Rowe, Jerry Gee, Ray Sanders, Chuck Mollerup, Steve Casey, Larry Barnhardt, Richard Sparks for Ranaye Marsh, Hector de Leon for Jesus de Leon

Others present:

Kirk Dennis, IDPTE

Brett Nelson, SICOG

Randy Kline, Attorney

Gary Felt, DFM

Alberta Friday, Sho-Ban Tribe

Shelley Allen, IDOL

Bob Perky, SICOG

Bruce Small, IDVR

Tana Shillingstad, Governor's Office

Donna McArthur, Sho-Ban Tribe

Board Members : Marilyn Howard, Tom Dillon, Jim Hammond

Staff: Ann Stephens and Sara Adams

The meeting convened at 1:30 p.m. at Idaho State University in Pocatello.

1. Minutes of June 16 meeting were approved as written.
2. Workforce Development Council Update – Roger Madsen, Director of the Department of Labor, and Judie Rowbury of the Division of Financial Management presented a historical overview of the Council.
 - A. Ms. Rowbury talked about the Council's mission, vision, basic goals, staff, and membership. The make-up of the Council is broad-based with private business providing the leadership and 40% of the membership.
 - (1) Of note, Karen McGee chairs the Workforce Development Council and is also a member of the SBOE. In addition, Marilyn Howard is a member of both the SBOE and the Workforce Investment Council. This helps assure coordination and ongoing communication.
 - (2) The charge to the Council is to advise the Governor and State Board of Education on statewide workforce development strategies, programs, priorities, and other related issues.

- (3) State workforce initiatives being addressed by the Council include Welfare Reform, helping Governor Kempthorne with the newly established Division of Human Resources, the Workforce Development Training Fund, the Idaho Works One-Stop Career Centers, and the Workforce Investment Act.
- B. Mr. Madsen talked about specific initiatives including the opening of a new state-of-the-art call center in Pocatello. He emphasized the influence and success that takes place in a community when government and business work together.
- (1) The Governor has emphasized that preparing tomorrow's workforce is a key component of his "Generation of the Child" initiative.
 - (2) There are future opportunities for coordination and partnership between the State Board of Education and the Workforce Development Council.
 - (3) Mr. Madsen expressed an interest in being involved in the discussions with the Corrections Education subcommittee.
 - (4) **Action: To invite the Department of Labor to have representation on the Corrections Subcommittee or in related Corrections Education discussions that come about through the 70% Committee.**
 - (5) In discussing labor market information, it was suggested the committee consider the benefit of tracking unemployed students to see why they weren't successfully employed.
 - (6) **Action : The committee staff will look at ways to collect data on students who are not successfully employed.**
3. Minority Education Report
- A. Hector de Leon reported for the Hispanic Task Force.
- (1) The Hispanic Task Force met with the Indian Education Committee to re-identify priorities for the coming year.
 - (2) The Caldwell school district directed \$100,000 of existing school resources to five elementary schools to focus on raising the test scores of children who were having difficulty on the Iowa Test of Basic Skills (ITBS). This effort was successful and test scores were raised from the 12th percentile to the 24th percentile in just one year. This shows a successful innovative approach to helping students succeed.
 - (3) The Hispanic Task Force has representatives on the "What Matters Most" task force as well as on their "Core Teachers' Standards" subcommittee which will give the opportunity for input.
 - (4) The Hispanic Task Force will create two subcommittees. One will update the 1990-1991 recommendations of the Hispanic Task Force. The other will disseminate information to Hispanic parents on issues such as exiting standards and the reading initiative.
 - (5) Mr. de Leon reported he has accepted a position with the Idaho Commission on Hispanic Affairs. The Hispanic Education Task Force members would like to have him remain on the task force as chair. He needs to be appointed to the Task Force.

- B. Bob Sobotta spoke on behalf of Indian Education. He said it was good to meet with the Hispanic Task Force and discuss ways to work together.
 - C. Donna McArthur, a teacher and parent from Blackfoot who sits on Indian Education Committee, thanked the Committee and the State Board for taking time to address issues that concerned the Tribes.
 - D. Alberta Friday of the Sho-Ban Tribe reported that since 1959 only 99 Sho-Ban members have received BA or BS degrees, 22 have obtained masters and 3 have earned doctorates. She emphasized we must find a way to do better. Currently there are 52 freshman at the new Sho-Ban high school. The challenge today is how to retain all of those students. She also emphasized the need to train teachers and keep them motivated so that we don't lose the students. She thanked the Committee and the State Board for their continued support of the "Creating Success For All Children" decision unit.
 - E. Hector de Leon reported that Jesus de Leon asked for an update on the minority recruitment and retention report from higher education.
 - (1) The Division of Professional-Technical Education will work with the State Board Office to have the FY 1998 and the FY 1999 reports ready for the November meeting.
 - (2) **Action: Committee staff will follow up to assure the reports are compiled and ready for the November meeting.**
4. Career Information System Presentation – Chuck Mollerup, Director of Career Information System, reported on the new software and information products from the Career Information System or CIS as it is more commonly called.
- A. The new software and information products are used in private and public secondary schools, colleges and universities, Job Service centers, Vocational Rehabilitation offices, Private Industry Councils, Correctional facilities, and Tribal employment offices throughout Idaho by students to get information about occupations, postsecondary educational programs, schools, scholarships and so on.
 - B. Last year CIS was used by more than 124,000 people in 343 locations throughout the State.
 - C. CIS has a pilot project to put information on the Internet. This will allow students and parents to access career information at home. Because access to the Internet is so widespread, teachers could extend computer lab activities and parents would be able to work with their children in making educational and career decisions.
 - D. In addition to the information used by secondary and college students, CIS has developed an elementary program called Career Trek. It is designed to help students in grades 4-6 become more aware of various career options. In addition to classroom learning activities there is a multimedia program that lets kids explore a virtual community and find out what people in various occupations do for a living.
 - E. Workshops on the new CIS information, software and products are currently being conducted for teachers and counselors throughout the state.

5. Update on Decision Units for Targeting Minority Success – Hector de Leon of the Division of Professional-Technical Education, reported that the Decision Units targeting minority success were approved at the August budget hearing with the caveat to work with the Department of Education to coordinate its presentation with the Department of Education Reading initiative.
 - A. Work has been completed by meeting with the State Superintendent and the Deans of Education.
 - (1) Dr. Larry Harris and Dr. John Jensen have been designated to work with the State Superintendent and the Hispanic Education Task Force on the legislative presentation.
6. Displaced Homemaker Act – As an information item, the Division of Professional-Technical Education reported that it has submitted a legislative idea to the Division of Financial Management to amend Idaho Code 39-5002, Equal Opportunity for Displaced Homemaker Act.
 - A. The legislation would amend the definition of “displaced homemaker” to include single parents and single pregnant women. This would be consistent with the population actually being served by the Centers of New Directions and would be consistent with federal definitions.
 - B. There was discussion about getting input from the various groups who will be impacted.
 - (1) It was noted that this is the idea stage of a long process. No legislation or amendment language has been drafted. The Division intends to gather information and comments from the field throughout the process.
 - (2) In addition, the Division is working with the Board Office and the Legislative Committee on this legislation. They will forward all suggestions and input to the Legislative Committee.
 - (3) **Action: There will be an information update on this item in November.**
7. Corrections Education Subcommittee -- Sara Adams gave the initial report from the Corrections Education subcommittee.
 - A. The subcommittee was formed in response to the direction of the 70% Committee at their June meeting. It was charged with looking at Corrections Education in Idaho (juvenile and adult) to determine how the SBOE can help to improve education for those in the Correction system.
 - B. Members of the subcommittee include: Roy Mosman, Chair; Brent Reinke, Director of the Department of Juvenile Justice; Jake Howard, Administrator of Institutional Services and Doug Gray, Bureau Chief of Education Services at the Department of Corrections; Hector de Leon of the Hispanic Education Task Force; Marilyn Howard, State Superintendent of Public Instruction; Pat Young, Administrator of the Division of Vocational Rehabilitation; and Mike Rush, Administrator of the Division of Professional-Technical Education.

- C. The subcommittee met on July 8th to organize and then again on August 19 to hear presentations identifying issues.
- (1) At that meeting, the Department Juvenile Justice and the Department of Corrections gave detailed presentations regarding services and programs already in place, particularly noting what is working well and where improvements are needed.
 - (2) The Department of Education provided a summary of its services and programs that support corrections education activities such as basic education and alternative high schools. There was discussion about special education programs and the role of distance learning as delivery mechanism.
 - (3) A list of recommendations was drafted and is being finalized by the subcommittee. A final report will be given by Roy Mosman to the Board at its November meeting in Lewiston.

8. The next meeting of the 70% Committee is November 17 at LCSC.

The meeting adjourned at 4:45 p.m.

Corrections Education

Subject:

Report on recommendations by the Corrections Education Subcommittee

BACKGROUND:

At their June meeting, the 70% Committee appointed a subcommittee to study Corrections Education in Idaho (juvenile and adult) and determine how the SBOE can provide assistance as appropriate to help improve education for those in the Correction system.

DISCUSSION:

The members of the subcommittee included representatives of the Department of Correction, the Department of Juvenile Corrections, the Department of Education, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, and the Hispanic Education Task Force. The subcommittee held two meetings to organize, review the charge to the subcommittee, and then to identify problems and assets related to corrections education for a report to the State Board of Education. The subcommittee also looked at structural issues that the State Board controls which can be improved upon as it relates to Correctional Education services.

See Attachment 2.a for the list of needs, assets, and recommendations identified by the subcommittee for review and consideration by the 70% Committee.

STAFF RECOMMENDATION:

Receive the report and begin implementing the recommendations.

COMMITTEE ACTION:

To agree/disagree by consensus to receive the Corrections Education Subcommittee report.

Assets, needs and recommendations identified by the Corrections Education Subcommittee.

A. Assets

1. Adult Corrections - adequate program structure with correctional educational/program staff with special expertise. Juvenile and adult corrections staff have special expertise in working with problem students
2. Adult Corrections have completed plans for program improvement
3. Adult Corrections - good partnership with Department of Education, esp. with federal grants
4. Idaho public is interested in what is done in the adult and juvenile corrections systems
5. County juvenile corrections centers are aligned with school districts
6. Aggressive public education reading program will help with prevention
7. Agreements are being established to facilitate cooperation and efficiency
8. School counselors.

B. Needs

1. Department of Corrections, Department of Juvenile Corrections and Department of Education need a regular forum for addressing common problems
2. Better educate public on what works and how resources are being used and to develop ownership in the problem
3. Explore alternative systems for the delivery of corrections education.
4. Need resources to address recognized program deficiencies and unmet needs
 - (a) Accreditation recommendations
 - (b) Expand educational programs
 - (c) Public relations campaign
5. Common accountability measures
6. Financial responsibility for juveniles in the detention centers needs to be a broader responsibility than the individual school district
7. Provide startup costs for educational programs in county juvenile facilities

C. Recommendations

1. Department of Corrections, Juvenile Corrections, Department of Education, Division of Professional-Technical Education, Division of Vocational Rehabilitation collaborate in developing an action plan for improving educational services; this would be reported to the Board of Education
2. Provide regular times for addressing correctional education issues on the State Board agenda (70% committee)
3. Develop a joint research project to better identify the demographics of the population all of the entities are trying to serve
4. Create a clear picture/model of who does what
 - (a) Write a grant to create a collaborative model
5. Establish and/or identify funding for year around schools in county juvenile corrections facilities; this is an unfunded mandate
6. Create better transitions between the systems

7. Address needs of 16 to 18 year-olds who are between systems and for which the public schools no longer feel responsible or can afford
8. Better educate public school staff on warning signs and interventions to help keep students out of the correctional system
9. State needs to have a good statewide system to deal with substance abuse issues
 - (a) Education
 - (b) Health and Welfare
 - (c) Corrections
 - (d) Juvenile Corrections
10. Explore professional-technical education and vocational rehabilitation options with the correctional industries
11. Department of Corrections Education Programs Bureau and Offender Programs Bureau staff believe many offenders can change, return to society, and be successful. They also believe the likelihood of success increases when education and treatment are combined in a comprehensive inmate program plan with proper assessment and review. IDOC's correctional program and educational professionals will carry this philosophy into their future activities and will encourage others in its wisdom. Our recommendation is that the State Board of Education and Juvenile Corrections adopt a similar message and help us move forward accordingly.

Cooperative Service Agencies

Subject:

Approval of local request to create Cooperative Service Agency between Coeur d'Alene School District, Lakeland School District, and Post Falls School District. See Attachment 3.a. (Available only in hard copy. You may request a copy by contacting the Division of Professional-Technical Education.)

BACKGROUND:

Idaho Code 33-1002G allows for the creation of professional-technical schools at the secondary level for the purpose of providing high level technical training programs. The law requires such schools to be located at separate sites from other schools, but it allows the organization of a cooperative service agency to meet the intent of the law for a separate site.

A Cooperative Service Agency may be established by the State Board of Education under Idaho Code 33-315, 33-316, 33-317, and 33-318.

DISCUSSION:

Some of the school districts that are implementing professional-technical school activities are choosing to do so as cooperative service agencies instead of creating schools at separate physical sites. The State Board of Education has authority to approve new requests that create cooperative service agencies. By-laws have been prepared by the cooperating districts, and they are hereby submitted for the action of the Board.

RECOMMENDATIONS:

The staff recommendation is to approve the Cooperative Service Agency request.

COMMITTEE ACTION:

To agree by consensus to approve/disapprove each of the Cooperative Service Agency request.

Attachment 3.a

Attachment 3.a is available in hard copy only.
You may request a copy by contacting the Division of Professional-Technical Education.

Workforce Investment Act Endorsement (WIA)

Subject:

Endorsement of a position that supports greater flexibility in reporting educational performance and cost information under the Workforce Investment Act (WIA).

BACKGROUND:

The WIA imposes reporting requirements that will impact Idaho's postsecondary institutions that are not consistent with existing data systems or other Federal laws which require performance data. Joint planning is a priority in Idaho and different requirements and lack of flexibility make that planning difficult.

DISCUSSION:

The WIA contains educational performance and cost of programs reporting requirements that postsecondary institutions will need to meet in order to become an eligible provider under the WIA. The WIA also requires postsecondary institutions to provide educational performance and cost information for programs assisted under Title I of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1998 (Perkins III). In Idaho, the Division of Professional-Technical Education, Department of Labor and postsecondary institutions have a long history of working cooperatively together and will continue to work together on workforce development issues.

At the national level reporting requirements need to be more flexible. Governor Kempthorne and the Workforce Development Council solicited support from Idaho's Congressional delegation to allow States the flexibility to utilize more time sensitive and valid alternative performance measures. This request is in keeping with the Workforce Development Council's request for increased flexibility.

FISCAL IMPACT:

No fiscal impact resulting from endorsement. Overall costs will be reduced if common reporting requirements can be established and duplicative data systems do not have to be created.

STAFF RECOMMENDATIONS:

Support the endorsement of a position that supports greater flexibility in reporting educational performance and cost information under the WIA.

COMMITTEE ACTION:

The State Board of Education agrees/disagrees to endorse a position that supports greater flexibility in reporting educational performance and cost information under the WIA.

Minority Recruitment Report – Information

Subject:

Progress Report on University Ethnic/Racial Minority Student Recruitment, Enrollment, Retention, and Graduation Action Plans for Higher Education.

BACKGROUND:

An annual update, consisting of data from the Idaho Postsecondary Data System and data reported from the institutions will be collected and reported at the State level.

DISCUSSION:

At the September 1999 meeting of the 70% Committee, the Division of Professional-Technical Education was asked to work with the Office of the State Board to compile data for FY 1998 and FY 1999 and present a report to the 70% Committee at its November meeting. See Attachment 5.a. (Available only in hard copy. You may request a copy by contacting the Division of Professional-Technical Education.)

STAFF RECOMMENDATIONS: Information only.

COMMITTEE ACTION: No action required.

Attachment 5.a

Attachment 5.a is available in hard copy only.
You may request a copy by contacting the Division of Professional-Technical Education.